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ABSTRACT

Appreciation and concern for the preservation of our natural resources by all citizens is the primary concern of this teacher's guide for use in the lower primary grades. It employs the use of a filmstrip in conjunction with a local nature trail, to guide students in developing awareness - by looking closely, listening, touching, and smelling. The major theme of the winter tour is use of the senses in observing patterns, colors, textures, and sounds in the out-of-doors. The filmstrip is explained in its entirety, illustrating each frame and its accompanying script. Questions in the script are designed to encourage class discussion during the viewing time. Bracketed paragraphs provide the teacher with additional information. Also depicted are charts of animal tracks often found in the woods or along the trail. The filmstrip is not included. This work was prepared under an ESEA Title III contract. (BL)

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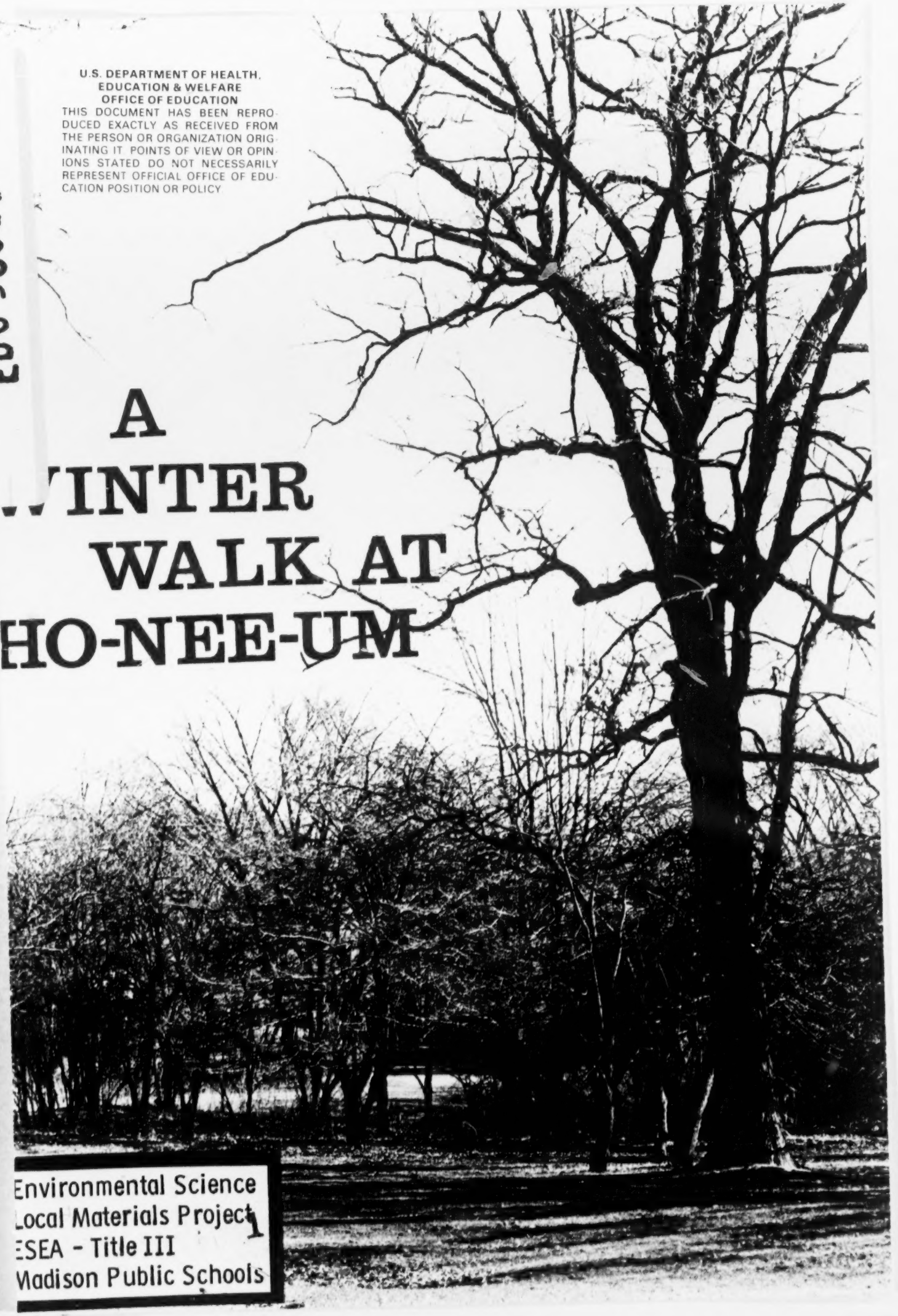
A WINTER WALK AT HO-NEE-UM



Environmental Science
Local Materials Project
ESEA - Title III
Madison Public Schools

"A WINTER WALK AT HO-NEE-UM"

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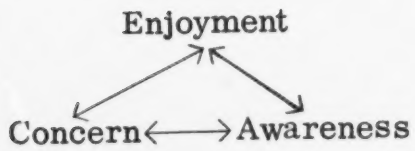
OBJECTIVES



Enjoyment — A tour should be a happy experience for the child.

Awareness — A tour should encourage discovery. A child becomes aware by using all his senses — by looking closely, listening, touching, and smelling.

Concern — Appreciation and concern for preservation of our natural resources is essential for all citizens.

EXPLANATION OF MATERIALS

Ho-nee-um Trail

A portion of the Arboretum within the city limits of Madison was chosen for development of a nature trail suitable for use by school classes. Seasonal and special emphasis slide tours of the area are planned for use by classes preparing for an actual trip. Each tour emphasizes different themes — all chosen to promote the objectives above.

Inserted in the script are bracketed paragraphs providing the teacher with additional information. Questions in the script are designed to encourage class discussion during the viewing time.

For an actual walk along the trail at a leisurely pace at least an hour should be allowed.

BIBLIOGRAPHY

Barker, Will, Winter Sleeping Wildlife
Simple colorful descriptions of the winter habits of a variety of mammals, reptiles, insects, etc. Told in an engaging style and illustrated with artistic drawings.

Leopold, Aldo, Sand County Almanac
A delightful collection of essays ranging from sensitive descriptions of the inhabitants of the natural world to the author's thoughts about the land — a philosophy which has had far-reaching effects in the conservation field.

Milne, Lorus and Margery, Balance of Nature
Examples of disastrous, though often well meant, interference by man in natural systems.

Murie, Olaus J., Field Guide to Animal Tracks
Includes considerable animal lore.

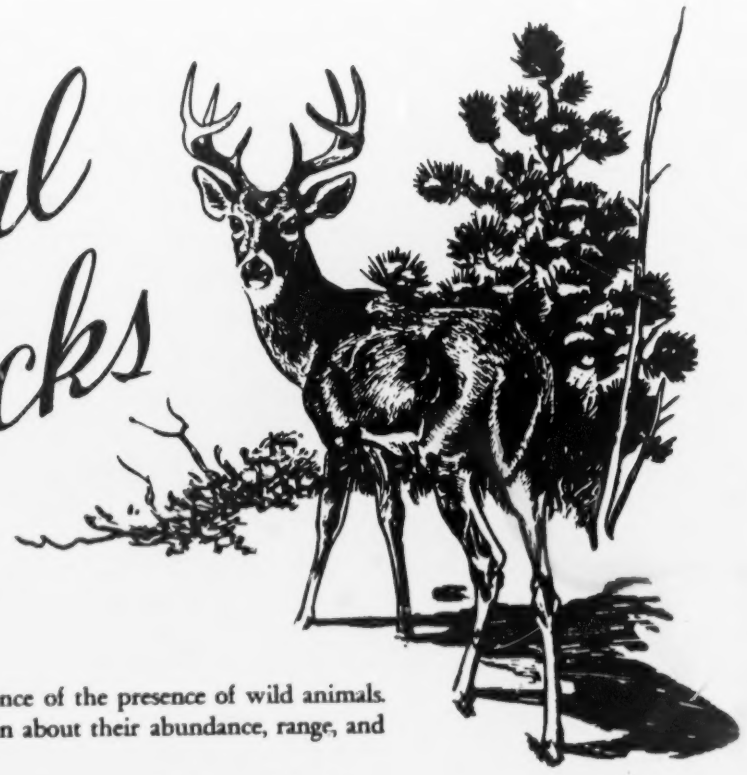
Sachse, Nancy, A Thousand Ages
A history of the University of Wisconsin Arboretum.

Treat, Dorothy A., Track Stories in Mud, Sand and Snow
An Audubon Nature Bulletin

Watts, May T., Reading the Landscape
Story-like explanations and charming sketches which give the reader a new historical and ecological understanding of the natural landscape.

Animal Tracks. Reprint from Michigan Wildlife Sketches.
Distributed by Wisconsin Department of Natural Resources.

Animal Tracks



TRACKS are often the only evidence of the presence of wild animals. Such tracks can provide information about their abundance, range, and habits.

The majority of such animals are most active during twilight hours or at night, a principal reason why they are not seen more often.

To "know" an animal is to know the location of his home, his food, his enemies, and his habits.

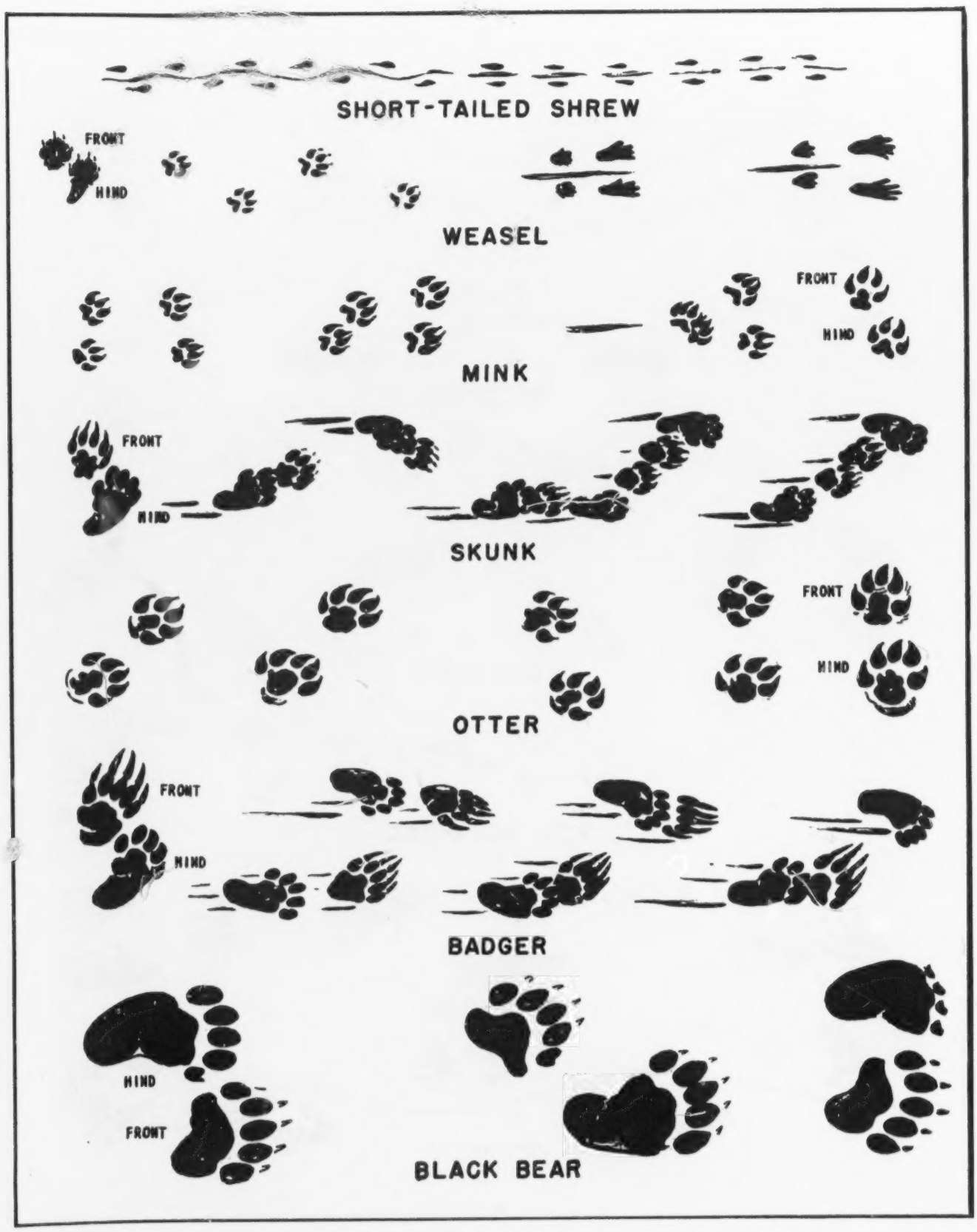
Tracks are a record of activity and by close study an observer can become intimately acquainted with an animal without ever having seen it.

Tracks of many animals are similar in appearance; for instance, the tracks of dogs, foxes, coyotes and wolves. It is a help in the identification of such tracks to know which of these animals frequent the locality in which the tracks are found.

Tracks are best observed after rains, as in mud along stream banks, or following light falls of wet snow.

Tracks shown on the following pages are more perfect than are usually found under natural conditions.

Schafer


SHORT-TAILED SHREW
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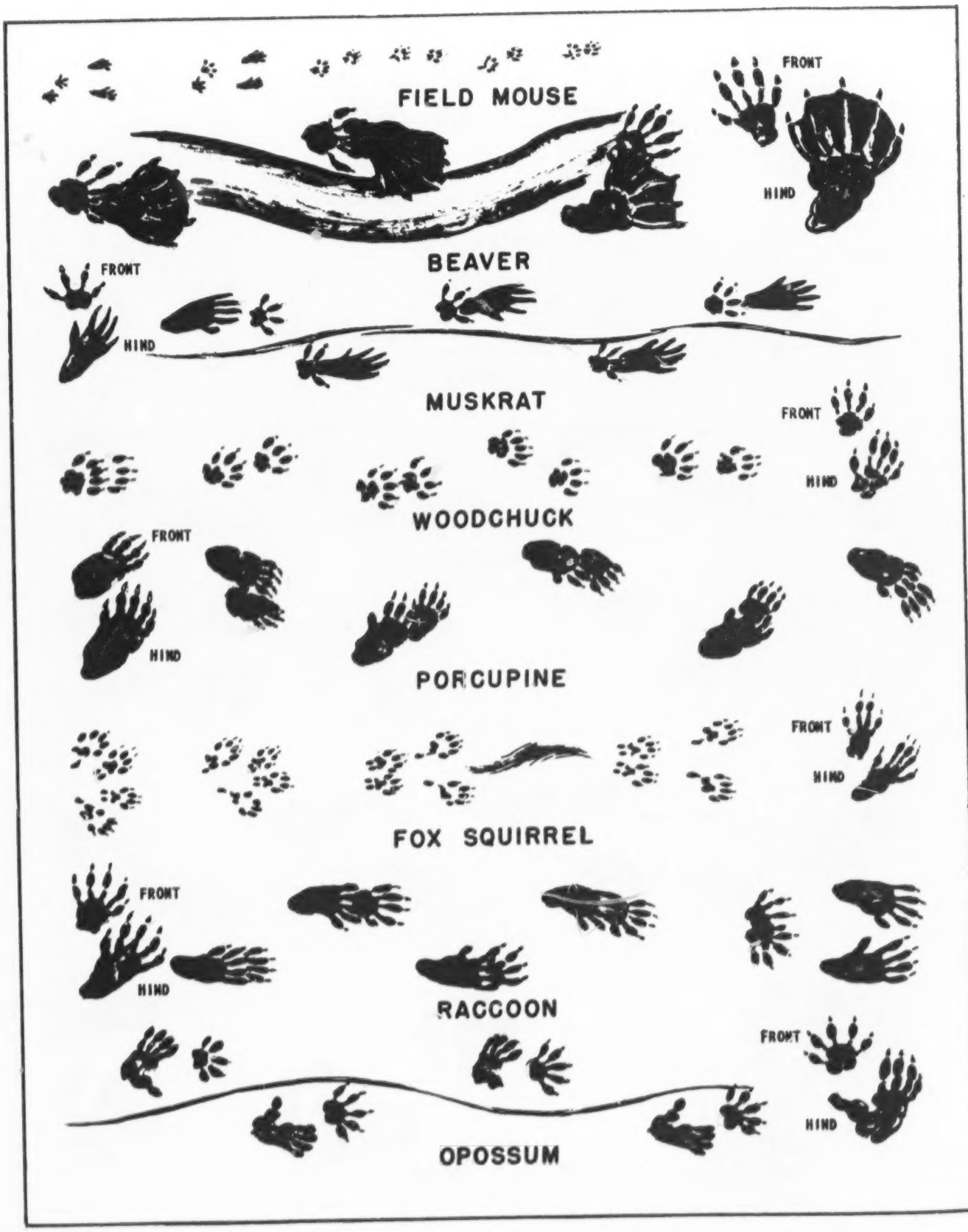
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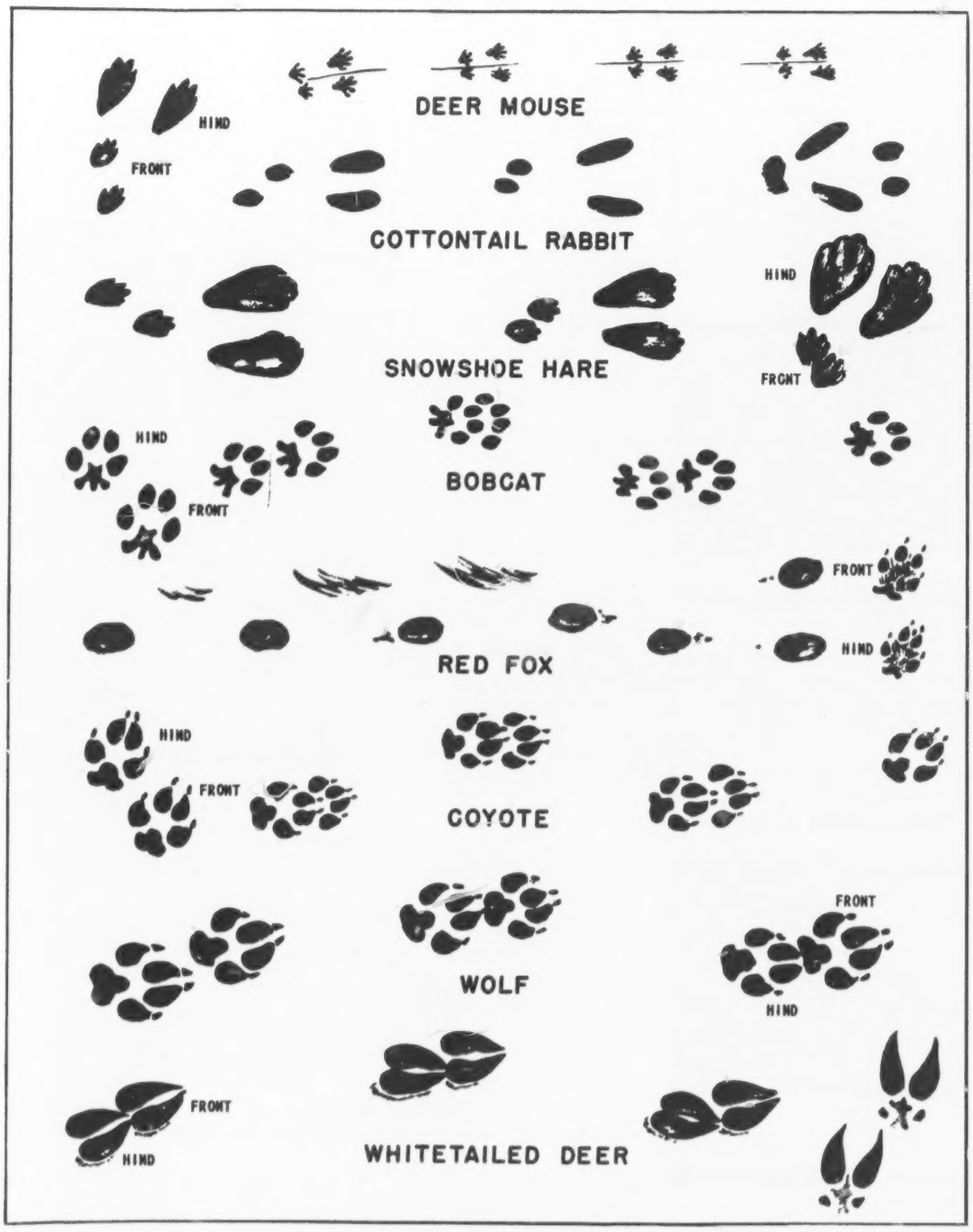
7



Reprinted from Michigan Wildlife Sketches
Distributed by Wisconsin Conservation Department

GA-211

This filmstrip can be used to introduce the Ho-nee-um Trail in the Winter to any grade level.

1

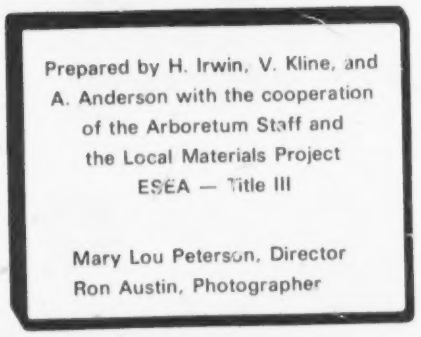
Colophon
(Bird calls)

SPECIAL NOTE:

Please do not judge the quality of the beautiful full-color pictures in the Filmstrip by the appearance of the black-and-white photos in this Guide! Obviously, there is no comparison between full-color and black and white pictures.

2

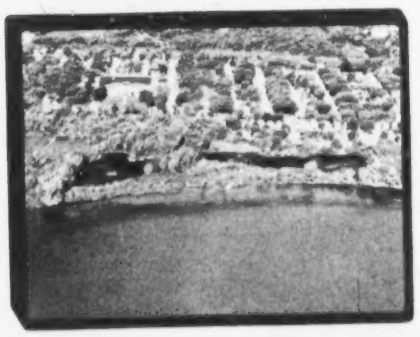
Title Slide.
(Bird calls)


Prepared by H. Irwin, V. Kline, and
A. Anderson with the cooperation
of the Arboretum Staff and
the Local Materials Project
ESEA — Title III
Mary Lou Peterson, Director
Ron Austin, Photographer

3

Credit Frame.
(Bird calls)

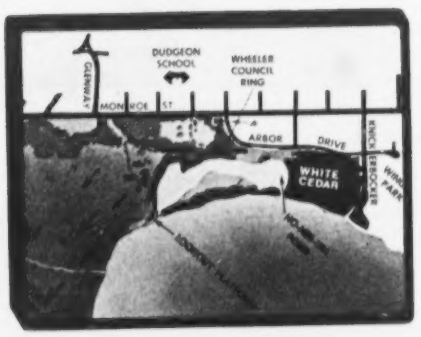
Note: Teacher's supplementary materials are included in brackets following narrative script.



4

Within the limits of the city of Madison, but wondrously removed from the city bustle, a narrow island shelters a small pond. The aerial view of Ho-nee-um area gives a different perspective.

A comparison with the map on slide 5 will identify some of the distinctive landmarks: Dudgeon School, Monroe Street, the large island, Lake Wingra and Ho-nee-um Pond.



5

Situated across Monroe Street from Dudgeon School, the island, the pond and the mainland near the pond are part of the University of Wisconsin Arboretum.

A printed map of the Arboretum posted in the Ho-nee-um parking area is available at a small cost from the Arboretum office.

6

A short bus ride can take a class of school children from any part of the surrounding area to this parking lot and the beginning of an easy-to-follow nature trail.

At school beforehand and in the parking lot before the tour begins, a review of tour manners might be helpful. Some possible rules might be:

1. Stay behind guide or teacher.
2. Walk quietly.
3. Use eyes and ears.
4. Do not pick plants or disturb the animals.
5. Do not drop litter.

7

In the clearing, next to the parking lot, stands a large rock delivered to this spot by a glacier — a grinding, bulldozing river of ice which moved over this part of Wisconsin from the north thousands of years ago. Since that time Indian tribes have come and gone from this place; pioneer farmers have used the land; a city has grown within a hundred feet.

The large rock is visible to a class passing through the trees and into the park area. The trail begins here. This rock gives indication that the Madison area was glaciated, the most recent glacial advance occurring about 10,000 years ago. This glacier greatly affected our present landscape for it created our famous lakes, including Lake Wingra, leveled off some of the hills and deposited soil and rocks. The last glacier moved from the northeast as far as the Madison area. Southwest of Madison (Dodgeville, etc.) the land forms are those of an unglaciated area.

8

Carved letters on the rock spell HO-NEE-UM, the Winnebago Indian word for a refuge or sanctuary. This is the name of the pond and the land near it which have now truly become a refuge or safe place for the plants and animals that live here.

9

Near the entrance to the clearing three large trees stand in a row. These "Three Sentinels" as they are called are shown here as they appear in winter.

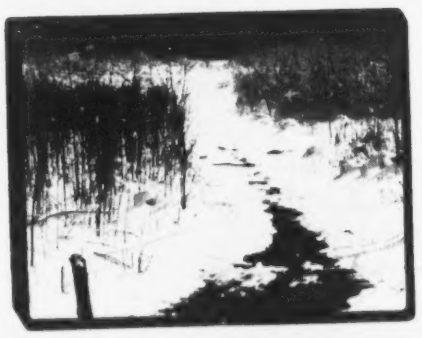
10

In spring the sentinels look very different. Each season makes exciting changes in the Ho-nee-um area.

The "landmark" called the Three Sentinels illustrates the variety of trees which grow in the area. The two pictures were taken from the same spot — in different seasons. Perhaps the slides could be flipped back and forth so the children could notice similarities and differences. The point here is that the area is in constant change, so no two days are exactly alike and not everything can be seen in one trip. (For those especially interested in identification, left to right the three sentinels are: box elder, bur oak, and hackberry.)

11

From the clearing a snow-covered trail makes a loop through the woods, . . .



12

. . . across part of the marsh, . . .

13

. . . and along the edge of Ho-nee-um Pond. Woods, marsh, and open water — different living conditions to suit many kinds of plants and animals.

> The Ho-nee-um area lends itself well for exploration, but for the first time, at least, it is best to follow the numbered route as shown on the trail guide.

14

Landmarks along the trail include this hollow tree, a place for an animal to rest or hide, . . .

> This natural landmark is easily spotted from the trail (by sign #7). The tree was perhaps damaged by fire. The children might like to discuss the uses of such a tree, and what is happening to it. They should also be encouraged to actually feel inside and outside of the scarred area of the tree.

15

. . . and a man-made place for a class to sit quietly and listen to the sounds of nature. This Council Ring was beautifully designed by Jens Jensen, a well-known landscape architect, as a memorial to his grandson. A spring bubbles nearby during the early part of the year.

> The following information is from A Thousand Ages by Nancy Sachse, page 48. "Four years later an even larger pond, Ho-nee-um, was dredged on the north shore. Besides this undertaking in 1938, Arboretum land holdings here were further enhanced by the Kenneth Jensen Wheeler Council Ring, a memorial to a young landscape architecture student who died on the eve of his graduation. The limestone ring was designed by Kenneth's grandfather, Jens Jensen, creator of the Clearing in Ellison Bay, Door County, and one of the early conservationists who assisted in the formation of National Park policy under Theodore Roosevelt. Supervision of the labor and much of the stonework on the memorial was carried on by the boy's father, Edison Wheeler, and the Ring dedicated in a simple, moving ceremony the Sunday of Graduation Week."

16

Another landmark is the observation platform, from which Lake Wingra can be seen.

17

"Wingra" comes from the Indian word meaning "duck water". Ducks were very plentiful on the lake in Indian times and many will be seen in the spring.

> See "Exploring Ho-nee-um In Spring" for pictures.

18

On this lookout point a class can gather and observe wildlife both in the pond and on the large island.

> The University of Wisconsin Arboretum is developing the Ho-nee-um area especially for school classes. These two man-made landmarks can be used by an entire class to observe the marsh and pond in action. A marsh is a very unique habitat and one which is fast disappearing due to draining and filling. An appreciation of the plants and animals and how they interact is needed if we are to save areas such as this.

19

Each visit leads to new discoveries at Ho-nee-um, a special place for plants and animals, a quiet place for the people of the city.

> Ho-nee-um Pond is an exciting place at any time of the year. There is something new to see each time you visit. Appreciation grows with renewed acquaintance so we encourage you to come often.

20

The End.
(Bird calls.)

This filmstrip is written for lower primary children. The theme is the use of the senses in observing patterns, colors, textures and sounds in the out-of-doors.

1

Colophon.
(Bird calls)

2

Title Slide.
(Bird calls)

Prepared by H. Irwin, V. Kline, and A. Anderson with the cooperation of the Arboretum Staff and the Local Materials Project ESEA — Title III

Mary Lou Peterson, Director
Ron Austin, Photographer

3

Credit Frame.
(Bird calls)

Note: Teacher's supplementary materials are included in brackets following narrative script.

4

What do you see in winter? Patterns made by the snow?

Tree is White Cedar. Throughout the set of slides, the colors, textures, and patterns of winter are emphasized. Many other examples such as patterns and textures after a frost will be found on the actual trip to Ho-nee-um.

5

Patterns of the plants?

Box Elder seeds

6

Patterns in the sky?

7

A winter walk at Ho-nee-um can be exciting.

8

This large rock wears a white cap of snow in winter.

The children may notice the tree patterns on the snow.

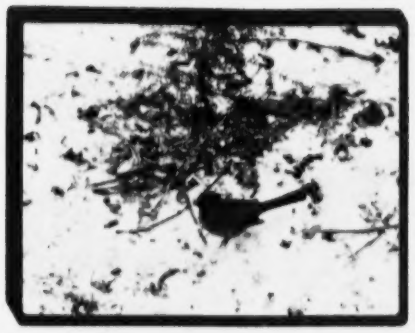
9

What do you hear in winter? The water bubbles from this spring.

The water comes from ground levels below frost line where the temperature is above freezing.

10

Can you hear the wind?



11

The cardinal sings even on cold, snowy days. It seems especially bright against the snow. (Hold for Cardinal's call.)

Other birds often heard at Ho-nee-um are chickadees, white-breasted nuthatches, downy woodpeckers, blue jays, and crows.

12

What other things show color in winter?

Nightshade berries

13

As you walk along the trail how does the snow feel under your feet? Is snow soft to touch?

How different the snow underfoot feels and sounds at 30 degrees F and zero!

14

Would you like to touch this plant?

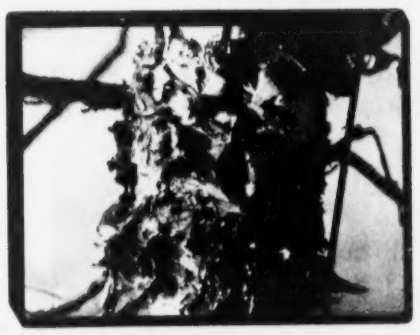
The children may find other seeds with barbs or hooks. Burdock does not feel as pricky as it looks.

15

How would this feel?

Thorns

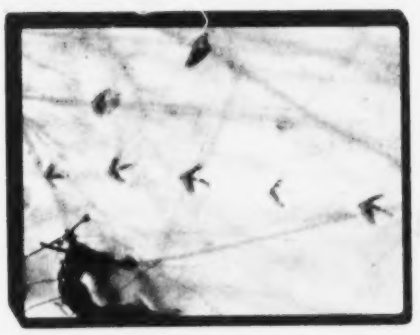
14



16

Our senses make the winter world come alive.

Bark of the river birch



17

An animal has made a pattern with its feet. What pattern do your feet make?

After a fresh snow, the children may be interested in discovering the differences in the patterns made by birds, animals and people. The large tracks of the pheasant are often seen in the marsh.

18

The path invites us to follow and explore the marsh in winter.

19

Can you find color and pattern in this picture? The bump is a home for a young insect.

A particular small fly lays eggs in the young stem of a common goldenrod. A thickening of plant tissue develops at the site and continues to grow around the hatched larva, or grub. The grub is sometimes used for winter food by birds, such as the downy woodpecker, and by ice fishermen for bait. There are at least two explanations for the holes in the gall in the next picture. Perhaps a downy woodpecker pecked the holes to get at the grub. It could also be an old gall from which a mature insect has emerged. Evidence of pecking around the holes gives a clue to the cause.

20

What do you think has happened here?

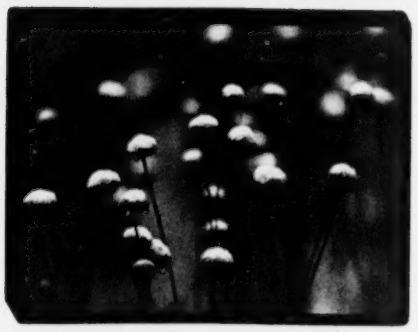
21

Is this a clue?

Hold during Downy woodpecker's call

22

Have you ever noticed that snow makes things look different?



23

This flower has lost its petals but the snow gives it new beauty.

Wild bergamot

24

In winter, Lake Wingra is frozen and covered with a blanket of snow.

25

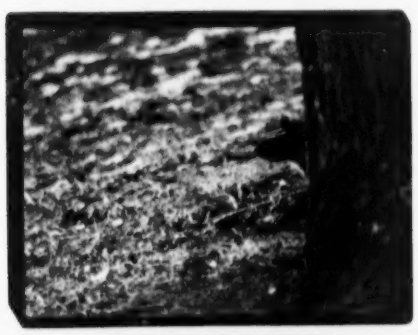
This path leads across a footbridge.

The stems of the red osier dogwood retain the red color all year around, making the shrub conspicuous in the marsh.

26

Don't forget to look up. Perhaps you will see a squirrel's home made of leaves. Hollow trees make snug homes for squirrels too. You will want to look for entrance holes in some of the hollow trees at Ho-nee-um.

A squirrel leaf nest has an entrance at the side.



27

Some squirrels are shy and hide behind trees when people are around.

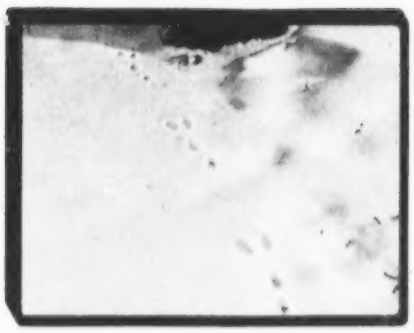
28

The bird that made this nest may be spending the winter farther south. Sometimes mice move into the nest for the winter.

The Ho-nee-um area has a great variety of nesting birds. These nests should not be removed at any time. Collecting any materials is prohibited in the Arboretum. In addition, collecting bird nests is prohibited by law.

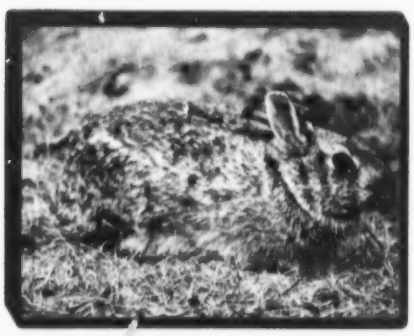
29

As you round the bend in the trail this lookout point comes into view.



30

Look for patterns in the snow. What animal made these tracks?



31

Does anyone guess a rabbit? Would a rabbit be soft to touch? Look at frame 30 again. Can you tell which way the rabbit was going?

Larger hind feet land forward of smaller marks made by front feet. See page 7 for Animal Tracks.

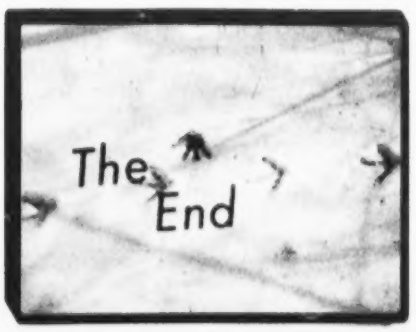
32

You will find many patterns on your winter walk at Ho-nee-um.

33

There are many things to discover at Ho-nee-um at any time of day, in any kind of weather, in any season. Come often! (Hold during bird call.)

Ho-nee-um and other outdoor areas can be enjoyed in any season. Awareness of things to see, hear, touch, and smell can enrich a walk in winter.



34

The End.
(Bird calls)

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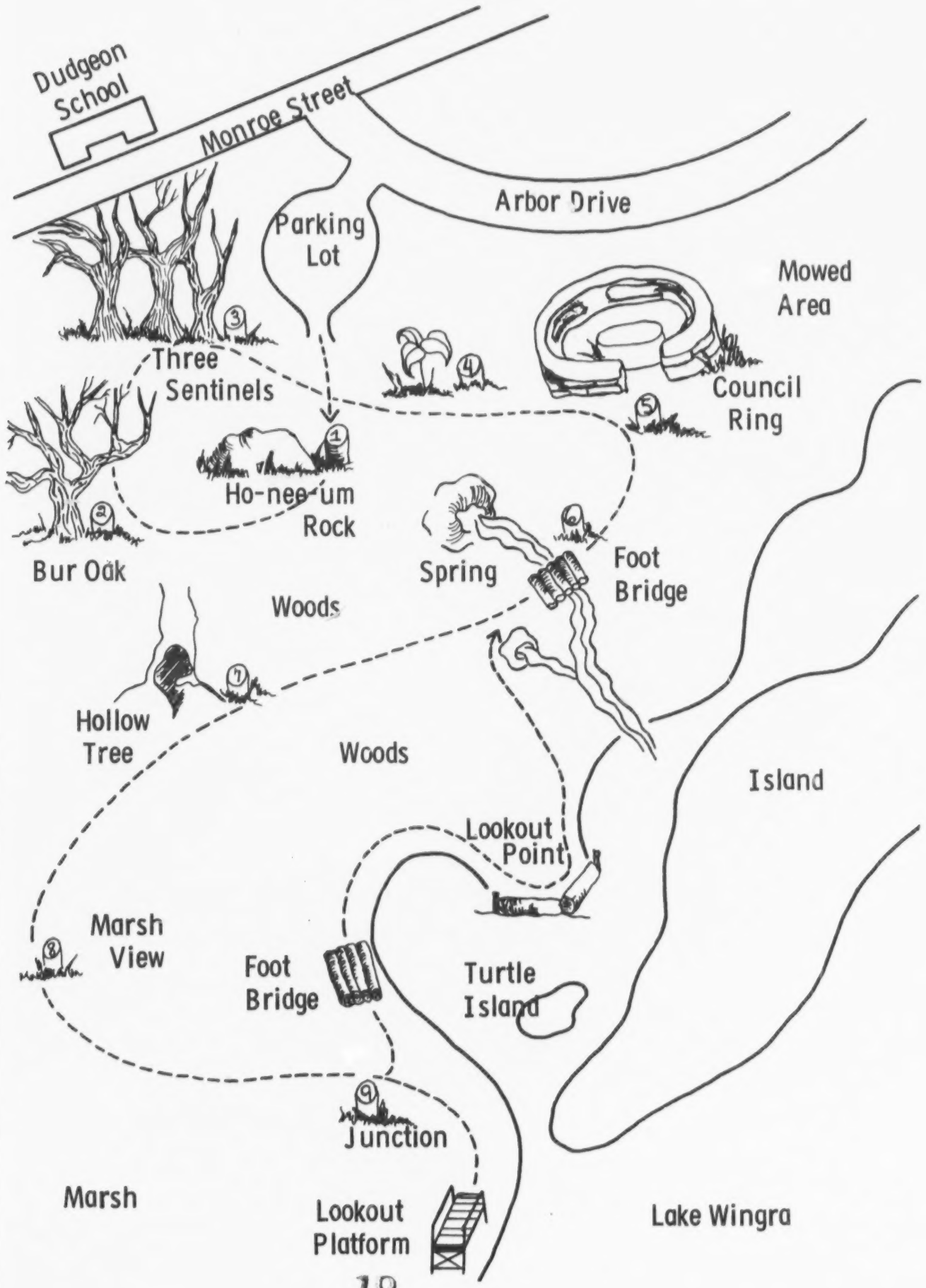

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